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Introduction

The Admissions Bulletin is compiled to address those interested in considering Philadelphia College of Art among their choices for professional education in the visual arts. It attempts to describe as simply and clearly as possible the College's programs and the processes which applicants are asked to follow.

Additionally through editorial comment, we will attempt to present some perspectives not usually available in the traditional bulletin or catalogue.

We encourage applicants to understand that a great part of the admissions process involves an informed and realistic self-appraisal. The Admissions Bulletin is only the first step in that process and should lead to further investigation.

About the College

The Philadelphia College of Art was established in 1876 in response to the interest in art and art education which was stimulated by the Centennial Exposition of that year. Originally, it was a corporate part of the Pennsylvania Museum and School of Industrial Art. At that time, as now, the primary function of the School was the professional education of artists and designers to meet the growing needs of industry.

In 1893, the College moved to its present site at Broad and Pine Streets in central Philadelphia. Advances and alterations in the institutional character and purpose of the College are reflected in the successive name changes adopted in this century : 1939, Philadelphia Museum and School of Industrial Art ; 1948, Philadelphia Museum School of Art and, in 1959, Philadelphia Museum College of Art, in recognition of accreditation by the Middle States Association of Colleges and Secondary Schools. In 1964, when the College's long affiliation with the Museum finally ended, it adopted its present name : Philadelphia College of Art.

From its inception, the College has been a pioneer in the field of design in industry. Through the years, the educational program has been expanded to prepare artists in many other areas. Today, the College offers courses in all branches of the fine arts, in art education and in all of the major applied art and design fields.

Administration

George D. Culler,
President

Betty McBee,
Assistant Director of Housing
and Financial Aid

George R. Bunker,
Dean of Faculty (On Leave)

Richard H. Reinhardt,
Acting Dean of Faculty

Robert D. Weitzel, Jr.,
Dean of Students

Morris Weiss,
Business Manager

Howard M. Schwartz,
Director of Development
and Public Relations

Glenn Stroud,
Associate Dean of Students

Charles Wilson,
Registrar

Brian J. Stuhlmuller,
Director of Admissions

Kay R. Matassa,
Assistant Director of Admissions

Shirley Rubin,
Counselling Psychologist

Educational Objectives

It is the conviction of the Philadelphia College of Art that the artist is of essential value to his culture and his time, and that, for the artist, the quality of his education is of the utmost importance. The College considers its primary task to be the thoughtful and intensive preparation of the creative individual who plans to make the arts his career. It undertakes to provide the best in contemporary art and design practice, to give creative leadership, and to encourage innovation and experimentation in the areas of its concern.

To these ends, the objectives of the educational programs are defined as follows : to prepare students for conceptual and technical excellence ; to enable them to achieve responsible competence within the traditional forms of disciplines while exercising initiative for their continuing redefinition ; to provide an environment within which students may realize a sense of personal integrity in the development of their individual capacities. As well, the College firmly believes that students should be introduced to the generic ideas of the past and of the present, and encouraged to increase their understanding of the humanistic values of all cultures.



Educational Program

The College has established an organized and carefully structured educational program integrating the professional and liberal arts. Individual creativity is fostered by a continuing and close association between students and the practicing professional artists of the faculty. Emphasis is placed primarily on the experiences of studio and shop, but this is augmented by a program of studies in the sciences and humanities. This provides the student with a broad foundation from which he can proceed to a detailed program of intensive education in his area of specialization.

The first year student, regardless of intended major, is enrolled in the *Foundation Program*, which provides instruction in drawing and the basic concepts of two and three dimensional design.

As a sophomore, he chooses one of eleven *professional majors* and divides his time between this specialization and a sequence of related design and art courses. Such elective courses, called *Related Arts*, continue the basic studies introduced in the Foundation Program and complement the more technical education of the professional majors. Throughout his four years of study, the student pursues a program of *Liberal Arts*. This program in the humanities, language, science and history forms the academic core of the curriculum.

The Bachelor of Arts degree is earned by students concentrating in all the professional majors except Industrial Design and Environmental Design. Students in these fields receive the Bachelor of Science degree.

In the autumn term of 1967, the College initiated its first graduate program with courses leading to a Master of Arts in Art Education degree. A two-year, 44-credit Master of Fine Arts degree program in Community Design will accept candidates in the fall of 1969. Additional MFA programs in several other disciplines including Sculpture, Industrial Design and Visual Communication are in preparation.

Beyond the regular undergraduate and graduate curricula, the College offers several adjunct programs. The Evening Division provides independent part-time professional study on several different levels, including the graduate, and within the new Teacher Certification Program which enables candidates from non art education backgrounds to gain provisional certification. A Pre-College summer program is open to high school juniors or seniors who contemplate a career in art or design, while summer workshops, seminars and liberal arts offerings are available to qualified art and design majors from PCA and elsewhere. As well,

the Art Education Department of the College offers Saturday morning art classes for those between the ages of eight and eighteen.

Credit Structure

The College requires an absolute minimum of 130 credits for graduation. The basic credit distribution is as follows :

Year		Credits
Freshman	Foundation Program	22
Sophomore, Junior and Senior	Major Studio Offered by major departments.	36
	Major Theory and Technique Offered by major departments. Unused balance, if any, is added to Related Arts requirement.	6 maximum
	Related Arts Offered by Liberal Arts and all major departments. A maximum of 4 Related Arts credits may be mandated by the student's major department in the junior or senior years. A minimum of 16 credits is elected by the student without restriction.	20 (26)
Freshman, Sophomore, Junior and Senior	Liberal Arts	46

Minimum Baccalaureate Requirement 130

Advisory Program

During the freshman year, Foundation Program coordinators and other faculty members serve as student advisors. Apart from continually reviewing students' progress in course, advisors will assist them in choosing the major field most appropriate to their individual talents. Having chosen his principal sophomore major, each student is assigned a new faculty advisor who is retained throughout his tenure in the same department. Another faculty advisor is appointed only when the student undergoes a change of major department, or when a sophomore dual major changes his designation of first-choice program mid-year.

Students are expected to meet with their advisor at least twice each semester. Any and all roster changes desired by the student at any time require the advisor's approval. Advance scheduling, preceding each semester's registration is always completed by the student in consultation with his faculty advisor.

Each professional department is assigned one or more Liberal Arts faculty members who are available to assist both major advisors and their advisees in the selection of a course of study appropriate to the students' program requirements and individual ability and interests.

Major Department Counseling

A student's progress and welfare within the several instructional programs of the College is primarily the responsibility of his major department. In addition to providing each major student with the guidance of an assigned faculty advisor, the department's faculty and its Director undertake to establish and promote appropriate standards of performance.

Beyond the College's minimum requirements, each department may establish additional in-major requirements with respect to attendance, lateness and related matters. To enable a department to define the level of student performance it deems necessary, the Director, with the concurrence of his faculty, may :

1. establish a higher minimum grade point average requirement *in major* than the minimum 2.0 (C) required by the College ;
2. require that a student repeat a course or courses ;
3. place a student on departmental probation and define its terms ;
4. drop a student from the department.

Every student must have the approval of his department to proceed to the next level of course work. It is the department's responsibility to keep each student informed of his progress toward graduation. And finally, the student's petition to graduate must be approved by the department Director in conference with his faculty.

Foundation Program

A fundamental tenet of the Foundation Program is that the direct experience of color, light, image and form should precede the characterization of it. The inherent differences between the disciplines are discovered as the conceptual possibilities of one encounter with form lead to another. Traditional subject and technique courses are bypassed in favor of an intense, integrated studio program of two and three dimensional design and drawing.

In the Foundation Program, no hierarchy is established among the disciplines : the potentialities of all are explored. Each subject is taught by a practicing artist or designer who shapes the specific content of the course to suit his students' needs. The aim of the Program is to involve the student in the discovery of ideas as well as techniques, to teach him not only to be creative, but also teach him about creativity.

Freshman sections are grouped in units of two ; each unit is staffed by four or five instructors and a coordinator who, in addition to teaching within the unit, guides the students and the faculty under his supervision. The coordinator evaluates the students' total performance and suggests curricular modifications to promote maximum challenge, growth and proficiency.

This structure ensures equal distribution of time between the fundamental art and design disciplines and encourages the exploration of their unique

character and interdependence. Special talents and special problems are detected more readily, and students are able to engage in more sustained projects with greater skill and sensitivity. A fundamental concern of the Foundation Program is to provide a sound base from which students may choose the professional major most suited to their abilities.

The Program is supplemented by orientation in shop practices and camera techniques, and is coordinated with a series of films, concerts and lectures called the Foundation Forum. In addition to these, all freshmen are required to take courses in Language/Literature and Art History.

FP 100

Drawing

4 hours, once a week

1st and 2nd semesters, 4 credits

An introduction to the ideas of perception and an exploration of ways to express thoughts and experiences visually. Emphasis is on drawing as a discipline for its own sake as well as a means for developing the student's artistic vocabulary and potential.

FP 120

2-D Design

8 hours, twice a week

1st and 2nd semesters, 8 credits

Using various media, this course investigates the principles of organization in relation to the two-dimensional surface, including extensive study of color and specific systems of design.

FP 130

Foundation Forum

2 hours, one night a week

1st and 2nd semesters, 2 credits

The Forum presents a flexible and varied program of creative films, documentaries, musical concerts and guest lecturers who represent a wide range of professional art and design fields. During the second semester, in addition to the regular program, representatives from the College's major departments discuss the nature of their respective disciplines.

FP 190

3-D Design

8 hours, twice a week

1st and 2nd semesters, 8 credits

A survey of the fundamental problems of form. By studying the principles of structure, the student develops his response to the nature of materials and their relationship to form.

Camera Orientation

1st semester, special sessions throughout the term

The College considers photography an important component of contemporary communications and an art form in itself: students are, therefore, required to purchase a camera and a light meter. Using the camera provides invaluable experience in studying light, shape, and composition. Emphasis is on photography as an image-making process rather than as technique; darkroom procedures, therefore, are not taught and film is processed by automatic equipment on campus.

Requirements:

Foundation Program Credits	22
Liberal Arts Credits	12
Total Freshman Year Credits	34

The Professional Major

At the beginning of his sophomore year, each student elects a major in one of eleven departments :

Art Education

Craft: Ceramics Metal Wood

Environmental Design

Fabric Design

Graphic Design

Illustration

Industrial Design

Painting

Photography and Film

Printmaking

Sculpture

The professional major curricula encourage students to achieve the resourcefulness and initiative necessary for leadership in the visual arts. Each major is taught by experienced professionals who define a broad framework for each area, establish high standards of performance, and guide the student through increasingly complex problems designed to instill professional competence.

The highly individualized instruction is supplemented by a program of participation by nationally-known artists, designers, educators and distinguished leaders from industry.

Beginning in his sophomore year, the student may elect either a single two-day major or a dual major. Those who choose the dual major supplement this schedule with but one Related Arts elective and postpone a final decision as to major choice until the beginning of their junior year. Credits earned in the sophomore major that is dropped will be applied against the Related Arts requirement. Single majors are normally rostered for three additional Related Arts courses per week.

In the junior year, major time is increased to three days and in the senior year to four days. In both these years the remaining studio time is devoted to Related Arts courses approved by major program faculty advisors.

In addition to the normal five studio classes per week carried in all three upperclass years, students may be required to take up to six credits in major-related Theory and Technique courses, depending on their choice of major department. Nevertheless, whenever such Theory and Technique courses are required, the total Related Arts requirement is reduced accordingly.

Related Arts

The Related Arts program requirement is designed to give breadth to the student's professional education by giving him an opportunity to study in departments other than his major. Only through wide and divergent experience is a student able to see his profession in perspective and define its limits as well as discover its potential. There are as many elective courses available as there are departments and specializations within each department. Moreover,

students may also roster elective courses offered by their own department if such concentration in a single field is considered advisable. The student is always advised, however, to elect courses which best serve the development of his individual talents.

In his sophomore year, the single major student elects three days of Related Arts subjects to supplement his two-day major. In his junior and senior years, Related Arts are reduced to two and then to one day as the student's commitment to his major correspondingly increases.

All students are required to earn a minimum of twenty credits in Related Arts courses during their upper three years, assuming a full six-credit Theory and Technique requirement in major. However, any Theory and Technique credits not prescribed by the major department must be earned as Related Arts. Therefore, depending on his choice of major, a student's Related Arts program will normally vary from a minimum of twenty credits to a maximum of twenty-six credits.

In some instances, departments may mandate up to *four* of these Related Arts credits in the junior or senior year, thus reducing the number to be elected in this category to a minimum of sixteen credits.

Although Related Arts are usually comprised of studio courses, they may in fact be chosen from among the offerings of the Liberal Arts Department. Students who discover a strong interest in one or another of the four Liberal Arts subject classifications may, with the approval of their faculty advisors, roster considerably more credits than are normally required. Liberal Arts credits earned beyond the 46 credit minimum reduce the student's basic Related Arts requirement in the same manner as do studio electives.

Liberal Arts

It is fundamental to the College's educational philosophy that the comprehensive instruction of an artist, designer or teacher must include studies in the social sciences, philosophy, history, and literature. Emphasis at PCA is on teaching the student to question, investigate, and analyze his heritage in order to realize more fully his primary artistic concerns.

Studies in the Liberal Arts Department are divided into four major categories: Languages and Literature, Art History, Social Studies and Science and Philosophy. Freshmen are required to take 6 credits each in the Language and Literature and the Art History categories, and may, with faculty permission, roster an additional 3 credits in their spring semester. Based on an evaluation of the entering student's transcript and test scores, Freshman English (LA 110) may be required; however, qualified students may choose any 100 or 200 level Language and Literature offering. Beyond the Freshman year, there are no specific course requirements, although students must satisfy a minimal credit total in each subject category.

Approximately one-half the credit hours required in the Liberal Arts program are free electives with selection based upon the interests and ability of the student and the consent of the major department advisor.

A total of 46 credits must be earned in Liberal Arts Department courses during the four-year undergraduate program. Minimum credit requirements in each of the four basic course categories are shown below. As noted, electives may be chosen from among the offerings in any or all of these categories.

Beyond the 12 credits specifically required during the Freshman year, there is no fixed credit-per-year requirement. Credits may be earned on an average of 5 to 6 per semester during the upper six semesters, or at any other rate the individual student, with the approval of his counsellor, may prefer.

	Credits
Language and Literature	6
Philosophy and Science	6
Art History	6
Social Studies	6
Unrestricted Liberal Arts Electives	22
Total Liberal Arts Requirement	46

Program in Community Design

Initiated in the fall of 1968, the Program in Community Design coordinates the interests and design capabilities of industrial, graphic and environmental designers in the solution of problems endemic to the urban ghetto. First offered as an experimental, interdisciplinary curriculum limited to seniors, the program has now been expanded to accept candidates for the MFA degree. Hereafter graduate candidates will assist the program's Director and faculty in the supervision of undergraduate projects coordinated to support the research and experimental objectives of the graduate curriculum.

The curriculum itself proceeds directly from the substantive problems and needs of depressed communities within the metropolitan Philadelphia area. Work is predominantly design-oriented, and may include the development of production prototypes in home furnishings, planning for low-cost housing renewal or recreation areas, or the graphics for newspapers, promotional materials or architectural signs and systems. Operationally, design solutions are developed through direct collaboration with community organizations and implemented as funding from foundation and agency sources becomes available. Supplementary work in disciplines concerned with urban ecology is scheduled to support projects in process; community leaders, economists, city planners, sociologists and other consulting specialists are brought in as guest critics and seminar lecturers.

Students interested in the Program in Community

Design (CD 402) make application for admission at the time of pre-registration in the spring semester preceding their senior year. Applicants must present a portfolio for their interview with the program Director ; admission is based on the student's interest, a demonstrated ability to pursue work of an independent nature, and the explicit recommendation of his major program advisor. Admission may, in some instances, be granted provisionally pending a final decision by the end of the first six weeks of the fall semester.

Students admitted to the program are rostered for two consecutive studio class days and one seminar for a total of 5 credits in each semester. Credit earned in the program may be applied equally against the senior student's remaining major program or Related Arts credit obligations.

Joint Professional Major-Teacher Certification Program

Students who prefer to elect a professional major other than Art Education but who anticipate a career teaching in the public schools, may roster a dual major leading to provisional certification and to the BFA or BS degree in the major field of their choice. This program requires a minimum of 144 credits for graduation, 22 of which must be in Art Education course work (the normal 20 credit AE program plus 2 credits in AE/Related Arts). Completion of the program normally requires nine semesters.

Beginning in their sophomore year, and continuing through their three-year professional major, students may roster a maximum of 8 credits in AE subjects to be counted against the total Related Arts requirement normal to their major. Such courses may be taken in the regular daytime Art Education program, and, in some cases, in the new Art Education Certification program being offered in the Evening Division. The number of AE course credits remaining, including the practicum and 2 credits in RA studio work, are rostered in the ninth semester.





2

Admissions

The processing of applications for September, 1970, admission will return to a rolling admissions system, thereby making possible quicker action on applications.

Processing of applications will begin in October with answers to be mailed as soon as possible after review by the Admissions Committee. Accordingly, the Early Decision Program will be discontinued. Although early application is never a guarantee of admission, it does improve chances of admission by eliminating the competition for spaces which occurs later in the year. Reference to 1968 applications, resulting standards and freshman profile will be found on page 32.

Undergraduate entrance for freshman and transfer applicants is offered in September only. Admission is based upon evaluation of the following credentials: secondary school record with supporting recommendations; art portfolio and CEEB Scholastic Aptitude Test (optionally, American College Testing) score reports. In addition, for transfer applicants, latest college transcripts and recommendation by the student personnel dean of the institution currently or previously attended are to be submitted.

Scholastic Requirements

Applicants must be graduates of an accredited secondary school or the equivalent. A curriculum of college preparatory subjects is preferred. A specific course distribution is *not required*, although a minimum of four (4) years of English and two (2) years of history is strongly recommended. Because mathematics is not included in the College's liberal arts program, two (2) years of high school mathematics are considered sufficient. Remaining courses should be selected from the approved college preparatory program, including studies in humanities, art history, psychology, sociology, languages and sciences. A minimum of two (2) years of art is recommended. Evaluation of the high school record reviews the candidate's cumulative achievement and the comparison of that performance with scholastic potential as demonstrated through available testing results.

Interviews

Interviews are not required unless specifically requested by the Admissions Office. Students not familiar with the College are encouraged to visit the campus. Appointments may be made with the Admissions Office for individual or group interviews (including tour). Interviews will be scheduled as near as possible

to the portfolio due date to preclude the mailing of the portfolio. NOTE : See also Alumni Representatives.

Recommendations

Recommendations from *both* the high school art teacher and the guidance counselor are required. All recommendations should accompany the high school credentials when they are returned to PCA.

Application Procedure

1. submit the enclosed application with the appropriate fee.
2. request the guidance office to forward appropriate records and recommendations to the Admissions Office.
3. request that results of the SAT or ACT be sent to the Admissions Office.
4. prepare portfolio assignment for evaluation.

Records and test scores are reviewed by the Admissions Office upon receipt from the high school. If unsatisfactory, candidates may be rejected without further processing. After the portfolio evaluation the candidate's credentials are presented at the next monthly Admissions Committee meeting. The final decision is mailed shortly thereafter.

Application Dates, Deadlines, Fees and Deposits

Offers of admission are sent monthly beginning in October. Candidates are notified of the admission decision as soon as possible following completion of processing.

To accept an offer of admission candidates are required to pay a \$20. (non-refundable) matriculation fee within 30 days of acceptance. A \$100. tuition deposit is required by May 1 of all accepted candidates who intend to register.

Dates of Application :	Opening Date	Closing Date
Regular	July 1	April 1
Transfer	September 1	July 1
Financial Aid		March 1

Application Fees :	
Undergraduate applicants	\$15.
Transfer and foreign applicants	\$20.

Portfolio

Because of the wide variations among the level and breadth of high school art programs, the College undertook a research project to determine alternatives to the traditional portfolio which we have required for admission. Too often the portfolio is limited to the demonstration of competence or lack of competence in techniques and skills, allowing little opportunity to evaluate the applicant's imagination, initiative, sensitivity or visual and mental abilities.

Accordingly, the College has devised an assignment to be required in place of the portfolio for all applicants (except transfers) for 1970 admission. These assignments will seek to evaluate the basic intellectual and visual perceptions and problem-solving processes of

the applicant through a controlled problem assignment system.

Portfolio Assignment

The College forwards to each applicant a portfolio assignment upon receipt of application.

The assignment consists of a list of problems grouped in three basic categories : three-dimensional design, two-dimensional design and drawing. The applicant is asked to choose one problem from those offered in each area. Assignments will be completed and forwarded to the College within a stipulated period of time. Assignments are not returned to the applicant except by special request and at his own expense.

CEEB Scholastic Aptitude Test

The SAT is not predictive of success at PCA. It is the least important criterion for admission and most appropriately used for comparing individuals against national or college norms. As a descriptive scholastic index it is useful to applicants as a means of comparing themselves against PCA freshman class norms.

Applicants should refer to the freshman class profile on page 32 for the distribution of SAT results of students who entered in September, 1968. If an applicant's scores from his junior year exceed the median indicated in that table, it is unnecessary to repeat the SAT during the senior year.

Scholastic Aptitude Test results are preferred from the May, November, December or January test administrations. The SAT mathematical score generally is not considered in the Admissions evaluation.

CEEB Achievement Test

The CEEB English Composition Achievement Test is required of all candidates. Results are not for admission evaluation, but for course placement.

American College Testing Program

ACT results are accepted in lieu of the Scholastic Aptitude Test. Results from the May, October or December testing dates are preferred. Mathematics and natural science scores are generally not considered in the Admissions evaluation.

Transfer Applicants

Approximately 25-30 percent of each freshman class will be transfer students. For the 1968 class, 96 transfers were enrolled, 32 with sophomore or junior standing and 64 as freshmen. The figures for 1969 are expected to be about the same. Rather than questioning the admissability of transfer applicants who have already demonstrated their competence at the college level, we direct our evaluation to placing the student wherever his own development best corresponds to that of presently enrolled PCA students.

A generous Liberal Arts credit transfer policy prevails allowing credit for most any course in

humanities, social sciences, languages, physical sciences, art history and some mathematics.

PCA subscribes to the automatic transfer program of the Union of Independent Colleges of Art, allowing direct admission to sophomore or junior level programs when transferring from any U.I.C.A. school in comparable majors.

It would be wise for male applicants facing possible loss of time resulting from transfer to check the policies of their draft boards regarding continuation of student deferment.

A minimum of four semesters in residence is required to achieve a baccalaureate degree. Transfer applicants accepted without substantial studio practice are required to register for the freshman Foundation Program, and should anticipate being enrolled the equivalent of *eight* semesters, whatever the total transfer credits in liberal arts awarded upon entrance. Admission with advanced standing pertains to sophomore or junior year placement in departmental major and related studio course work. Waiver of prerequisites is based upon level of competence demonstrated in the portfolio and a creditable record of comparable course instruction. Unlimited credits are granted for achievement with a grade of "C" or better in liberal arts course work consistent with PCA requirements.

The general requirements for admission previously described apply to transfer candidates; the following are additional requirements :

1. transcripts of all previous college experience and catalog issues describing course work recorded
2. a portfolio including samples of basic abilities (drawing, painting, three-dimensional design, graphics) as well as samples representing abilities or training in the area of intended major. Applicants should strive to represent their abilities both general and specific since the portfolio is paramount for transfer admission
3. recommendation from the Dean of Students of the institution currently or previously attended

Advanced Placement

Advanced placement and credit is offered candidates scoring three (3) or better in the CEEB Advanced Placement Tests.

Credit and placement in *English, French and German* are determined by the College's faculty after reading the examinations.

Three (3) credits will be awarded toward appropriate liberal arts requirements *in all remaining AP subjects* for satisfactory scores.

Foreign Student Applications

Due to the lengthy procedures and great amount of time needed to receive and evaluate credentials and portfolios from overseas, foreign applicants should apply a year in advance of desired admission.

The College has no financial aid for foreign students. Federal government loans and grants are limited to U.S. citizens and are not available to foreign applicants. In addition to demonstrable English proficiency, all foreign applicants must file proof of their financial ability to support themselves from their own resources. The immigration forms necessary for student visas are completed by the College *only after* an applicant has accepted an offer of admission.

Foreign applicants are required to take the Test of English as a Foreign Language as administered by the College Entrance Examination Board.

If language test (TOEFL) scores are acceptable, the College will forward forms necessary for completing application.

Alumni Representatives

The College enlists alumni representatives in major metropolitan areas to provide additional information to applicants or prospective applicants.

Applicants unable to visit the College for reasons of expense or distance will be asked to visit an alumni representative, if one resides in their area.

Veterans

As an accredited degree-granting institution, the College is approved by the Veterans Administration. Information about educational benefits may be obtained from any VA office.



3

Expenses

Private art colleges sharing a less affluent position in higher education must depend more heavily on tuition income. We must spend substantial sums on equipment and the maintenance of low student-faculty ratios so necessary to studio instruction. Therefore, the rising cost of instruction and other college services will be more directly apparent to students and parents through increases in tuition, fees or living costs.

Cost projections leave little hope for pause in the spiral of annual tuition increases which continue to plague the private art colleges. Wise financial planning will anticipate increases at the very least equal to and occasionally greater than cost of living increases.

	Resident Student	Commuting Student
Tuition and General Fee ●	\$2000	\$2000
Dormitory apartment		
Quadruple	500	—
Double	650	—
Single	850	—
Linen Service	30	—
Board ●●	450	—
Art supplies and books ●●●	250	250
Commuting and lunch	—	325
● regardless of state residence		
●● estimate of board costs assumes the use of apartment kitchen facilities		
●●● estimate of cost for freshman year, assuming no allowance for supplies which may already be owned. Supply costs in subsequent years vary according to choice of major program.		
Estimated annual expenses : (including personal maintenance)	\$3400-3600	\$2600-2900

4 Aid

For the 1969-70 budget PCA increased its own financial aid program by \$75,000. Of that amount \$15,000. was designated for freshman awards increasing total available grant funds to \$50,000. At the same time we experienced a \$10,000. reduction in National Defense Loan funds and a \$9,000. reduction in Educational Opportunity Grant money lowering to \$10,000. and \$3,000. respectively the money available in these categories for new students. The net effect was a reduction in total available aid from \$67,000. for 1968-69 to \$63,000. for new students entering in September, 1969.

Indications are that Federal Aid programs will be phased out gradually to be replaced by State Guaranty loans and scholarships. However, most states have not increased their programs enough to offset federal decreases, thereby effecting a reduction in total government monies. For the immediate future and until states move to alleviate this condition, the burden will fall to the College and most directly to the student.

Assistance in the form of grants, loans and jobs is awarded for an academic year and may be renewed annually.

Awards are determined by demonstrable financial need and evidence of promise for success in PCA's curriculum.

Freshman and transfer applicants wishing consideration for aid should submit the Parents' Confidential Statement (of the College Scholarship Service) no later than March 1. The College's receipt of the PCS constitutes a financial aid application.

In addition to funding its own grants and on-campus job program, the College participates in the National Defense Student Loan and the Educational Opportunity Grant programs.

Awards may consist of grant, NDSL loan, employment or any combination of these depending upon family circumstances and availability of aid resources.

Students receiving aid from outside sources are obliged to notify the College of such aid. At no time can total assistance, including awards by outside sources, exceed the College's estimate of the applicant's financial requirements.

Scholastic Magazine Art Awards

The College commits itself to four scholarships for winners of the National Scholastic Magazine Art Competition.

In keeping with our policy of awarding aid only to those who demonstrate need, we do not predetermine any fixed amount for scholarships.

Scholastic Magazine Competition winners must file the PCS with the College Scholarship Service.

The amount of the scholarship may range from \$200. to \$3,000. as determined by our analysis of the PCS.



5 Profile

Freshman Class Profile and Admissions Standards

As of May 1, 1969, 1140 applications had been filed for September, 1969, admission. Almost half of that amount will have received offers of admission resulting in a freshman class of 280 students and approximately 30 new upperclass students.

An unusual preponderance of female applicants resulted in high minimal scholastic standards for graduating high school females. Though male applicants also increased, their number was not great enough to affect any noticeable shift in standards. If we project the same trends for 1970 admission, it becomes increasingly important for anyone considering PCA to apply in the fall. Because we do not arbitrarily pre-determine minimal standards we cannot predict whatever "de facto" minimums may develop during the next admissions cycle.

In maintaining an equal balance between men and women for the class of 1969 it became evident that, with the exception of transfer candidates, few female applicants ranking below the second fifth of their graduating class and few males below the third fifth of their graduating class would receive an offer of admission.

Those with the best possible records of scholastic and art achievement will have the best chance of admission. Improved senior year performance and good portfolios can affect affirmative decisions in border cases, although this is the exception rather than the rule.

The profile published below reflects the Class of 1968 since appropriate data for the Class of 1969 is not available at this printing. A noticeable increase in the rank-in-class index is expected to be evident in the 1969 profile. The imbalance between men and women has also been corrected to an equal number (140) of each for the September, 1969, class. Transfer student data is excluded from the profile since college achievement is of more importance than high school performance when evaluating transfer applications. The SAT profile is inclusive, however, of all freshmen.

The profile necessarily deletes reference to the all-important portfolio evaluation in the absence of any communicable standardized numerical evaluation system. Therefore, the profile is appropriate only as reference to the prevailing scholastic proficiency of the 1968 freshman class.

Analysis of The Freshman Class, September, 1968

		Male	Female	Total
		73	141	214
Ages:	17	15	31	46
	18	45	92	137
	19	7	15	22
	20-25	6	3	9
Residents		34	70	104
Commuters		39	61	100
Transfer Freshmen		31	33	64
Probationary				
Admission		8	9	17
Summer School				
Required		35	43	78
Received Financial Aid		28	50	78
High School:	Public	66	111	177
	Private	9	28	37
Rank-in-Class:	1st/5th	10	41	51
	2nd/5th	14	50	64
	3rd/5th	23	31	54
	4th/5th	10	9	19
	5th/5th	5	3	8
	N.R.	11	7	18

SAT Verbal Median Table

	Male	Female	Total	% of 278
200-224	0	0	0	
225-249	1	0	1	
250-274	0	1	1	
275-299	1	0	1	
300-324	1	1	2	
325-349	4	2	6	
350-374	3	2	5	
375-399	2	9	11	3.95
400-424	11	9	20	7.2
425-449	7	14	21	7.55
450-474	9	18	27	9.7
475-499	18	15	33	11.9
500-524	6	22	28	10.1
525-549	8	15	23	8.3
550-574	6	15	21	7.55
575-599	6	9	15	5.4
600-624	4	10	14	5.1
625-649	1	10	11	3.95
650-674	3	5	8	
675-699	1	7	8	
700-724	2	0	2	
725-749	0	1	1	
750-774	1	0	1	
775-800	0	1	1	
Not Available	9	8	17	6.1
Median	486.3	513.14	501.73	

Selected Undergraduate Characteristics

	1968-69	1967-68
Total Students	972	961
	445 men	449
	527 women	512
	97% full-time	95%
Freshmen	278	277
Sophomores	250	248
Juniors	220	219
Seniors	196	202
Unclassified	17	15
Commuting students	333 (34%)	375 (39%)
Resident students	639 (66%)	586 (61%)
From Pennsylvania	567 (58%)	563 (59%)
From other states	405●	398 ●●
Total grant/loan recipients	315	289
Average award	\$793	\$853

● representing 27 states
and 6 foreign countries

●● representing 24 states
and 6 foreign countries



Instructional Workshops

The College operates several shops and technical facilities : a complete bronze casting foundry and welding shop ; facilities for working in plaster, plastics, wood, stone, and terra cotta ; photographic processing equipment and darkrooms, and other specialized equipment requisite to departmental offerings.

Instructional Annexes

Adjacent to the main campus, the College maintains two additional instructional facilities : the South Annex, at Broad and South Streets, consisting of two floors of drawing, painting and graphic arts studios, and the North Annex, at Broad and Spruce Streets, containing six Liberal Arts classrooms and faculty offices.

Library

Though the library holdings reflect the College's emphasis on the arts, standard works in the humanities and the natural and social sciences are well represented. All important English language and numerous foreign art magazines are maintained in bound files. In addition to approximately 27,000 books, the library contains a large collection of records and tapes, and the library facilities of the nearby Philadelphia Musical Academy are also available.

Audio-Visual Center

The slide and motion picture collections of the Audio-Visual Center serve both faculty and students. Over 29,000 slide subjects and more than 800 feature and short films are available through the PCA collection and an affiliated private collection.

College Store

All necessary materials and books can be purchased in the College Store. Charge accounts may be arranged by advance deposits made in the Business Office.

Health Service

The College maintains a Health Office, open daily throughout the regular academic session and staffed by a resident nurse and a visiting physician. The College cannot, of course, assume responsibility for any student's medical expenses. It recommends that students subscribe to a personal low-cost health and accident insurance plan obtainable through College auspices at the time of registration.

Meal Service

The College's cafeteria, managed by Lintons, Inc.,

serves breakfast, luncheon and a snack menu until 6 p.m. weekdays. There is no institutional dining hall. Food vending machines are accessible at all times, both in the main instructional building and at the residence hall.

7 Housing

Enrolled upperclass students are given first option for available dormitory accommodations. Remaining spaces are filled by new students with preference given to non-commuting graduating high school students. In the past few years the dormitory has been able to accommodate all but a few late transfer students. However, we can never guarantee spaces and necessarily fill reservations in the order received. Students who can not be accommodated are responsible for acquiring their own housing. The College Housing and Financial Aid Office will advise and assist those who seek off-campus housing, but it does not inspect or guarantee an advertised listing.

About 55 percent of the undergraduates reside in the College dormitory or in neighborhood housing. All freshmen men and women under 21 (except transfers) who live beyond reasonable commuting distance are required to be dormitory residents.

Dormitory students live under the supervision of a dormitory director and upperclass student proctors while practicing self-government through their council and judicial board.

The residence hall features apartment-type (with kitchen and bath) accommodations. Freshmen may request double or quadruple accommodations when filing their dormitory reservation form.



8 Graduate Programs

Master of Arts in Art Education

The College offers, through its Art Education Department, a 32-credit Master of Arts in Art Education Degree. Admission is open to candidates with qualified undergraduate degrees in art education. This program is intended for : art majors, interested in obtaining a higher degree ; teachers of art who desire to validate college provisional certificates ; public school teachers, supervisors, and art teachers in special fields who wish to conduct independent or related research.

The curriculum is organized into three categories, each designed to stress a different aspect of graduate training.

1. The General Studies courses, emphasizing broad inquiry as a basis for more specialized studies, offer graduate level work in literature, aesthetics, philosophy, and special education theory.
Any 500 level Liberal Arts courses may be taken to satisfy this requirement. For course descriptions, refer to the chapter on Liberal Arts in this catalogue. 6 credits required.
2. The Studio Concentration program develops personal artistic competence through study in a single concentrated studio discipline. Depending on the candidate's preparation, and subject to the approval of his advisor, a studio concentration of 14 credits or more, may be rostered in any one of the College's ten major departments.
3. The Professional Major, which forms the core of the graduate program, is of principal importance. Major courses stress observational and descriptive research directly related to classroom interactions. As a part of the degree requirements in this category, candidates must complete either a thesis or a visually-documented study which reflects original investigation of a professional, philosophical, or aesthetic problem related to learning in art and education. 12 credits required.

Ed 502 A & B

TV Workshop and Seminar

3 hours, one evening a week
1st and 2nd semesters, 4 credits

Introduction to use of video equipment for teaching, observation and documentation. Field trips to professional TV facilities in the first semester. Basic filming techniques in relation to TV and an analysis of the instructional capabilities of all video media, in the second semester.

Ed 510 A & B

Thesis Study and Seminar

2 hours, one evening a week
1st and 2nd semesters, 4 credits

General seminar meetings provide a forum for the presentation of theses proposals. The formulation and approval of Masters theses is by consultation with the candidate's assigned tutor. Theses projects must be approved no later than mid-semester of the semester preceding graduation. Instruction is by regularly scheduled tutorial sessions with the candidate's advisor.

Ed 501 A**Readings in Art and Education****2 hours, one evening a week****1st semester, 2 credits**

Major historical concepts and current philosophical issues in the discipline of Art Education are examined critically through seminar discussion.

Ed 501 B**Research in Art and Education****2 hours, one evening a week****2nd semester, 2 credits**

Research related to Art Education is surveyed and interpreted with emphasis on application to the classroom. The concepts and methods of descriptive and experimental research are introduced as the bases for the student's formulation of new ideas.

Total minimum Master of Arts in Art Education degree requirement : 32 credits.

Within the framework outlined above, a specific program of study will be organized for each student according to his objectives and qualifications. At the beginning of his residence, or no later than after the completion of six credits of approved graduate work, the student must plan a program of study with his major advisor. This schedule will be influenced by the student's score on the Graduate Record Examination.

The completion of a candidate's resident program does not guarantee the granting of the master's degree. Not only the academic record of the candidate but the completed thesis is subject to final review and approval by the Graduate Committee.

Normally, the Master of Arts in Art Education degree program requires one full year's residence, comprising two semesters and one six-week summer session. Students transferring from other graduate programs, or those having completed acceptable post-baccalaureate study elsewhere, may be allowed to transfer up to six credits towards their Masters program. Students eligible for such credit transfer may be allowed, exceptionally, to complete their residence requirement in one semester and two summer sessions. The program must be completed within a maximum period of four years duration from the date of admission.

All degree candidates must maintain a cumulative grade point average of 3.0 in course to be regarded in good academic standing.

Applications for admission must be made to the Graduate Admissions Office of the College at least two months prior to the beginning of the session for which entrance is sought. Initiating graduate study in the fall semester is encouraged although applications for admission to the spring semester, or to the six week summer session will be considered.

While candidates for admission to the Masters program will normally be expected to have earned a minimum cumulative grade point average of 3.0 (B) in their undergraduate degree work, in exceptional circumstances a score of 2.5 (C+) will be allowed, provided there is sufficient evidence of superior teaching ability or exceptional artistic performance. However, priority for admission will be given to candidates with a GPA of 3.0 or higher.

Applicants must submit the following :

1. a brief typewritten statement, defining : (a) the applicant's personal reasons for wishing to undertake graduate study, and (b) the applicant's field of study and professional objectives.
2. two official transcripts of academic record for each undergraduate and graduate (if any) institution previously attended.
3. ten or more slides or photographs of recent original work, which document the statement of graduate program objectives.
4. three letters of recommendation from faculty, program advisors, art teacher supervisors and/or any other authority familiar with and qualified to evaluate the applicant's academic and studio performance.
5. an official score on the Graduate Record Examination Aptitude Test (GRE) recording at least a minimum combined verbal and quantitative score of at least 900. Applicants may take this examination at a college or university in their home neighborhood.

While admission to the program may be granted provisionally, prior to the candidate's having taken the GRE, his thesis study will not be approved without a satisfactory qualifying score. Pending receipt of this score, no more than 6 credits of work may be rostered, and credit towards the Masters degree will be withheld until the candidate's provisional admission status has been removed.

Master of Fine Arts in Community Design

The Program in Community Design is characterized by involvement with social problems and concerned with promoting significant change in the fabric of urban life. In brief, the goals of the program are these : to provide a humane dimension to the general education of the artist and designer ; to extend the scope of professional education by a concern for real problems which require functional solutions that are both economically feasible and culturally sensitive ; and to assist the larger community of the College towards the more effective and continuing solution of its own problems.

Although the Program is intended for graduates from the Industrial, Environmental, or Graphic Design disciplines, students with qualified BFA degrees in other disciplines who are interested in pursuing the objectives of the Community Design curriculum may also apply.

The 44-credit program of study requires a minimum of four semesters in residence, and must be completed within four years following first registration. In major concentration : 18 credits are required in studio, 6 in thesis and 4 in seminar categories ; supplementary requirements include 4 credits in general studies and 6 credits each year in the Problem Solving and the Design and Society seminars. Up to 6 transfer credits in major may be granted for acceptable post-graduate study.

The Major Program concentrates on projects which originate in the community; the student's challenge comes from problems of design as they affect social communication, community action, economic development, living accommodations and products for the urban market. Design solutions are developed and implemented in response to actual and immediate social, technical, and physical needs. Master's candidates will be assisted in their research and experimental efforts by students enrolled in the undergraduate program in Community Design.

Special Education Seminars are intended to supply formal and semi-formal aids to the creative solutions of problems. The Problem Solving Seminar deals with problems of thought and creative expression; readings emphasize behavioral and gestalt psychology, cybernetics, systems engineering, design methods and communications. The Design and Society Seminar applies this background material to projects and subjects encountered in the Major Program.

	Credits : 1st year	2nd year	Total
1. Major Program			
CD 510 & 512 Major Studio	8	10	18
CD 514 Seminar and Tutorial	4	—	4
CD 520 Thesis	—	6	6
2. General Studies			
400-500 level Liberal Arts electives (refer to chapter on Liberal Arts program).	4	—	4
3. Special Education Seminars			
CD 515 Problem Solving	6	—	6
CD 517 Design and Society	—	6	6
	22	22	44

Bases for admission are: attainment of an undergraduate degree and substantial studio course achievement with (in most cases) a 3.0 grade point average in major; submission of references, a transcript of grades, a statement of purpose, and a formal portfolio (or evidence of commensurate professional experience). A personal interview with the Program Director is mandatory.

Applications and supporting credentials for the fall term of 1970 will be received until June 15.

Tuition remission grants and graduate assistantships are available to well-qualified candidates who enroll full-time (11 or more credit hours per semester).

9 Adjunct Programs

Evening Division

The Evening Division offers a variety of studio and lecture courses in all phases of art from an introductory level to advanced professional study. These courses may be taken individually, with or without credit, or as part of a program leading to a professional career in art.

The Associate in Arts degree and Certificate programs are offered in five major areas : Advertising Design, Illustration, Industrial Design, Interior Design, and Fashion Illustration. The Associate in Arts degree program differs from the Certificate program both in the scope of the studio concentration and in the number of Liberal Arts courses required for its completion.

The Certificate program calls for a total of 33 credits, including 6 in art history ; a minimum of 24 credits must be earned at PCA in the Evening Division. Normally, a minimum of three years are required for completion of this program ; it must be completed within five years.

The Associate in Arts degree program, on the other hand, may take from four to ten years for completion. A total of 60 credits are required : 36 in a studio major plus 24 in a required Liberal Arts distribution. Of this total 40 credits must be earned at PCA.

More complete information about both programs is available in a separate catalog which will be mailed on request. See inside back cover for the name of the appropriate office to which a request should be addressed.

Teacher Certification Program

The following courses are offered for credit in the Evening Division by the Art Education department to those teachers of art in the public schools who lack Provisional Certification credits. This 20-credit program consists of 13 credits in course and 7 credits in practicum for which credit is allowed upon satisfactory completion of one year's teaching under contract, or such in-service programs as Get Set, Head Start, and the Peace Corps.

The total requirements of the program are shown below. Not all courses, however, will be offered in every semester nor in any one year.

Prerequisites for AE 313 and AE 411 are :
that the student have teaching experience at that specific level, or
that he is under contract and will be teaching concurrently to his course work.

AE 213

Issues and Ideas in Art and Education
2 hours, one evening a week

Semester credits: (2) 2

Essentially a classroom dialogue based on selected ideas and issues in art and education. Comparative analysis between contemporary theories and historical antecedents. Consultants and specialists from several disciplines augment the class.

AE 320

Educational Psychology
2 hours, one evening a week

Semester credits: 2 —

Investigation of biological bases of personality development. Readings, lectures and discussions relate to intellectual and emotional development as concomitants of physical maturation.

AE 321

Educational Psychology
2 hours, one evening a week

Semester credits: — 2

Theories of learning and retention and those conditions which either foster or inhibit the development of creativity in children. Current research is investigated.

AE 313

Art in the Elementary School
2 hours, one evening a week

Semester credits: 2 —

Current theories of art education and curriculum practice are evaluated in relation to the classroom teaching experiences of the student.

AE 314

Art for the Disadvantaged Child
2 hours, one evening a week

Semester credits: 1 —

A study of recent research work done in the area of compensatory teaching procedures. (AE 315 may be substituted for this course.)

AE 315

Research Methods
1 hour, one evening a week

Semester credits: — 1

Workshop experiences to introduce students to research methods and problems in art education. (AE 314 may be substituted for this course.)

AE 411

Art in the Secondary School
2 hours, one evening a week

Semester credits: — 2

An evaluation of current programs in junior and senior high schools with reference to the supportive philosophy, content and materials used.

AE 412

Communications and Instructional Television

3 hours, one evening a week

Semester credits: 2 —

This course prepares the student for effective verbal and visual communication using CCTV facilities for educational and aesthetic purposes.

Saturday Classes Program

The College sponsors an art program for young people under the direction of a full-time staff member of the Art Education Department. Classes are taught by qualified teachers with emphasis upon the development of the individual through a thoughtful sequence of art experiences. Students (aged 8-18) may elect a program in a single studio area, fine arts or crafts, or they may elect a diversified program with a flexible curriculum.

Summer Programs

Pre-College Summer Art Program

The College offers two four week pre-college art programs for high school students who have completed the eleventh or twelfth grade and desire more art background for admission to an art college, or for their own experience. College students wishing additional training may also register for either program. Enrollment is limited for each session.

Classes are held in air-conditioned studios Monday through Friday from 8 :30 to 11 :00 a.m. and 11 :30 a.m. to 2 :00 p.m.

These courses form a coordinated instructional program, including drawing, two-dimensional and three-dimensional design, and are based on the curriculum of the first year Foundation Program of the day College. Instruction is by members of the day College faculty.

The portfolio committee may require creditable achievement in the summer program as a condition for entrance to the College. The College's Foundation Program directors strongly recommend it for all entering freshmen.

Master of Arts in Art Education Summer Program

A six-week program given during the summer extends the 32-credit MA in AE degree program initiated in the fall of 1967. It is offered to both continuing and newly admitted MA candidates.

Workshop programs in painting and sculpture and selected liberal arts subjects are offered for graduate credit coordinately with education major courses.

Courses are scheduled on a four-day week, excluding Fridays, during the six week period beginning June 23 and ending August 1.

Registrants may roster a maximum of 7 semester credits.

LA 516 Comparative Literature of the 20th Century 5 hours weekly 2 semester credits

An attempt to understand the dominant themes of our times through the analysis of major literary works and the critical writings surrounding them. Works not written originally in English will be read in translation. Critical papers will be assigned.

LA 543 Late 20th Century Art 5 hours weekly 2 semester credits

Painting, sculpture, architecture and the related arts from 1945 to the present in Europe and the Americas.

LA 549 Introduction to the Film : History and Understanding of the Medium 3 hours, 2 evenings weekly 2 semester credits

The history, development, and aesthetics of the film as a major 20th Century art.

Ed 510 A**Seminar :****Readings in Art and Education****5 hours weekly****2 semester credits**

Major historical concepts and current philosophical issues in the discipline of Art Education are examined critically through seminar discussion.

Ed 510 A or B**Thesis Study and Seminar****2 hours weekly****2 semester credits**

General seminar meetings provide a forum for the presentation of theses proposals.

510 A (1 tutorial hour weekly)

An investigation into different types of research. A comparative analysis of historical, descriptive, and experimental research.

510 B (1 tutorial hour weekly)

Development and resolution of different ideas and concepts in original thesis research, working with a major advisor.

Ed 502 A**TV Workshop and Seminar****5 hours weekly****2 semester credits**

A workshop designed to introduce teachers of art to the potentialities of the TV medium as a vehicle in communicating ideas in art education at all instructional levels. Emphasis is on aesthetic and educational considerations.

Summer Painting and Sculpture Workshops, Seminar and Liberal Arts Program

Coordinate with the six week MA in Art Education program described above, the College is offering two studio workshop programs, a joint Seminar and additional Liberal Arts courses. The program, which will run from late June through early August, is open to qualified upperclass art majors enrolled in other institutions, as well as PCA undergraduates, on presentation of a creditable transcript and portfolio demonstrating attainment in studio practice.

11 Calendar

1969-70

Freshman Orientation and Registration	September 2-3
Fall classes begin	September 4
Late registration	September 5-11
Mid-semester grades due	October 29
Thanksgiving recess	November 27-28
Evaluation-examination week	December 16-22
Fall term ends	December 22
Mid-year intermission	December 23 to January 16, 1970
Spring classes begin	January 19
Late registration	January 20-26
Mid-semester grades due	March 13
Spring recess	March 25-31
Evaluation-examination week	May 18-22
Spring term ends	May 22
Commencement	May 29

12 Information

Concerning the following :

Day college undergraduate, Evening Division, Teacher Certification, Pre-College, and summer session admission ; freshman-year financial aid and housing.

Graduate programs and admission.

Financial assistance and housing for currently enrolled and returning students ; counseling ; extra-curricular activities and student organizations.

Readmission ; return-degree candidacy ; college regulations.

Registration ; scheduling ; recording and transcripts.

Saturday Classes Program

Evening Division

Evening Division Admissions

Write to :

Office of Admissions

Graduate Admissions Office

Office of Student Affairs

Office of the Dean of Students

Office of the Registrar

Art Education Office

Evening Division Office

Office of Admissions

Philadelphia College of Art
Broad and Pine Streets
Philadelphia, Pennsylvania
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